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ABSTRACT

Begun in August, 1976, the Zuni Alternative Learning Program for junior high school and high school students not attending school anywhere else focuses on reading, writing, verbal and non-verbal expression in a multicultural setting, computational skills, Zuni culture, and practical skills. The program offers courses which meet the minimum standards of the New Mexico State Department of Education in the areas of language arts, reading, social studies, mathematics, science, arts and crafts, practical arts, and physical education. New Mexico-certified teachers provide highly individualized instruction in small classes for the 70-80 students, who enter the program by choice or referral from Zuni High School. Credits earned are accumulated for graduation and students meeting state high school graduation requirements receive the Zuni High School diploma. The program includes field trips, night classes, and a summer program which provides more extended travel and learning opportunities. Appendices include a statement of purpose and philosophy, brief descriptions of 10 programs within the Zuni Division of Education, and a list of Zuni books available to the Zuni community and local schools. (SB)

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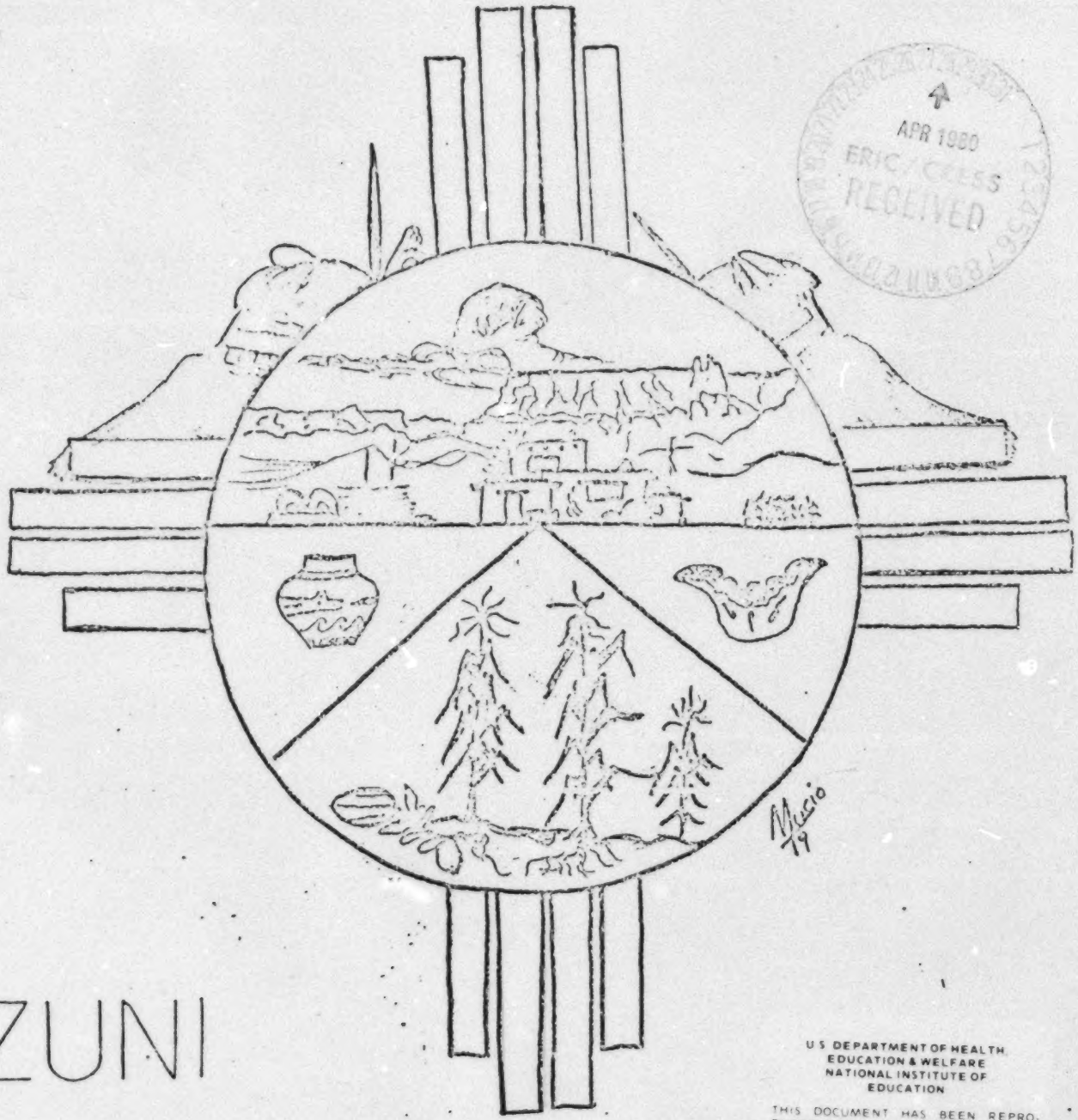

ZUNI ALTERNATIVE LEARNING PROGRAM

RC 012035

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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ZUNI ALTERNATIVE LEARNING PROGRAM
1980

This Program began operation in August, 1976 and serves junior and senior high school students not attending school anywhere else. Students may enter the program by referral from Zuni High School, other agencies, or the choice of their families or themselves. The program provides courses that meet the minimum standards of the New Mexico State Department of Education, and the Superintendent of Public Instruction for that Department has authorized Zuni High School to accept credits granted by teachers in the program.

Planning for the program began with the Pueblo of Zuni Division of Education staff, Principals of all schools at Zuni, parents and students. All realized a need for education that differed from the traditional approaches already available. The Alternative Learning Program provides small classes and highly individualized learning opportunities for seventy to eighty full-time students. A personal, friendly approach is made with students by teachers, counselors and other staff in a comfortable environment.

Teachers are certified in the State of New Mexico and are required to provide high quality instruction consistent with any good school in the state or country. Courses are available in the following areas:

Junior High: Language Arts, Reading, Social Studies, Math, General Science, Arts & Crafts, Practical Arts: Home Economics - Cooking and Sewing, Physical Education.

Senior High: Language Arts, Reading, Math - General, Algebra, Geometry, Science - General, Biology, Ecology, Social Studies: American History and Government, New Mexico History, Native American Studies, Sociology, Anthropology, Psychology, Journalism, Arts & Crafts, Practical Arts: Home Economics - Cooking and Sewing, Physical Education, Zuni Language - Reading and Writing.

Evening classes are also available for students in the Program and those at Zuni High School for extra credit in Math, American History, Photography, Art and Pottery; other subjects are provided as needed. These extra credit courses allow students to make-up courses, take courses not possible otherwise, or take courses in addition to a full day's schedule - often gaining courses and credit which may be lacking for graduation or grade promotion.

Field trips are an important part of the program and allow students to learn through active involvement with

places, people and things not available in the classroom. Trips may range from the Zuni Reservation area to Gallup, Albuquerque, Santa Fe, Phoenix, Tucson, Denver and beyond.

An active Summer Education Program is combined with the Alternative Learning Program and provides more extended summer travel and learning opportunities for all youth at Zuni. Classroom courses are available in the summer in basic academic areas as well as in preparation for traveling courses. Trips available over past summers have included:

Backpacking in Colorado - to learn about camping and life in the high mountain alpine life zone.

Southwest Studies - to learn about the ecology, history, and current life of Native American groups.

Social Studies - Canoeing - Sun Dance - to learn about life and ecology in the northern woodlands of Minnesota, and the history and present life and religious ceremonies of Northern Plains Indians - The Sioux (Lakota) and visit National Parks and Historic sites while traveling.

Alaska - to learn about Native American life in an Alaskan fishing village and the ecology of a far north coastal area.

California Marine Biology - to learn about natural life at various places along the Pacific Coast of California and National Parks and other scenic places in the far west.

All students in classroom and traveling courses are granted credit according to attendance, participation and quality of work completed. Credit is transferred to Zuni High School where all students are registered. Upon graduation - obtaining the 20 high school credits required for graduation in New Mexico - students receive the Zuni High School Diploma. Students who are 16 or over and who do not wish to complete graduation requirements may enroll in the Adult Education Program and prepare for and take the G.E.D. tests.

STATE OF NEW MEXICO
DEPARTMENT OF EDUCATION
EDUCATION BUILDING
SANTA FE
87503

EDWARD J. DE LATO
SUPERINTENDENT OF PUBLIC INSTRUCTION

copy to: Dr. Jack Swearingen
Christy Johannes
Dr. Ralph Carmichael
Bill Pruitt

September 13, 1976

Mr. Ralph Drake
Director of Instruction
Gallup-McKinley Co. Public Schools
Gallup, New Mexico 87301

Dear Mr. Drake:

I have revieved the information you submitted describing the Zuni Cultural Education Program. This seems to me to be a commendable attempt to meet the needs of students as identified at a local level.

This letter is my approval for your school district to grant credit for the courses taken by the students in the alternative program.

Sincerely,

Edward J. De Lato
State Superintendent
Public Instruction

LJDL:jm

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INSTRUCTION

Zuni Alternative Learning Program
Staff Discussions
March 17 - 19, 1980

Statements on our goals and objectives

We exist to offer an educational alternative for students who do not attend school elsewhere.

We believe that education should be offered in a place of concern where students can feel good about themselves and receive emotional support and academic and personal counsel.

Our learning experience shall emphasize:
- Native American Studies
- Reading comprehension
- Computation skills
- Communication through writing and speaking
- survival skills on and off the reservation
- Creative expression

Our learning environment includes:
- Small classes
- Personalized instruction
- Extra help
- Teacher developed materials to fit the student
- Field trips
- Manipulative activities
- Friendly staff

We are striving to offer our program in a culturally relevant context which includes Zuni values, language, and ways of thinking and learning.

Graduating student goals:

Students shall possess the ability to read and understand the variety of printed materials they encounter in everyday life.

Students shall be able to think, organize, and express themselves clearly through writing, speaking, and in non-verbal ways in multi-cultural settings.

Students shall have knowledge, respect, and appreciation for Zuni's historic and cultural heritage as a means of strengthening and maintaining their identity. They shall also have an understanding of historical events that have shaped Indian governments, laws, rights, and lifestyles and how they relate to their present and the future in a universal perspective.

Students shall learn to be able to use the mathematical skills necessary for solving problems encountered in various individual and job-related experiences.

Students shall have a better understanding and more knowledge of their world and the world around them through the means of

- job opportunities
- furthering education and training
- holding a job
- coping socially
- consumer skills
- critical thinking
- decision-making
- legal rights and responsibilities
- health education

Students shall be better able to relate with themselves and others in positive, productive ways with an appreciation for who they are as people and as Zunis.

TEACHING STAFF INFORMATION
ZUNI ALTERNATIVE LEARNING PROGRAM

Full-Time Staff

Robert E. Adams, Teaching areas: Math - all levels, Shop, Jr. High Studies. B.A., Doane College, Crete Nebraska; MFA Candidate - Univ. of Iowa, Iowa City, Iowa; Secondary Certification - State of New Mexico & Iowa.

Linda Belarde, Teaching areas: Jr. High Studies. B.A., M.Ed. - Univ. of Washington; Certificate of Advanced Study - Harvard Graduate School of Education, Cambridge, MA; Secondary Certification - State of New Mexico.

Paz Jacobs, Teaching areas: Practical Arts, Home Economics, Sciences, Jr. High Studies. B.A., San Francisco State University; Masters Candidate, San Francisco State University, San Francisco, California; Secondary Certification - State of New Mexico and California.

James Riding-In, Teaching areas: Social Studies: American History, Geography and Culture, New Mexico History, American Government, Native American Studies, Jr. High Studies. B.A., Fort Lewis College, Durango, Colorado; Masters Candidate - University of New Mexico; Secondary Certification - State of New Mexico.

Nancy Sharp, Teaching areas: Jr. High Studies, Language Arts, Reading. B.A., University of Colorado, Boulder, Colorado; Secondary Certification - State of New Mexico.

Joe Dishta, Counselor: Student and Family Relations, Director - First Offender Program.

Part-Time Staff

Ralph Casebolt, Teaching areas: Social Studies: American History and Government, Anthropology, Sociology, Psychology, Ed.D. - Curriculum and Instruction; M.A. - Psychology & Counseling - University of Northern Colorado, New Mexico Certification, Secondary & Dir. Curriculum & Instruction.

Edward Wemytewa, Teaching areas: Zuni Language - Reading and Writing.

Andrew Napetcha, Zuni Tribal Historian: Teaching area: Zuni History.

Vinton Zunie, Cultural Counselor: Physical Education, Career Awareness.

Bryceson Pinto, Cultural Counselor: Physical Education, Career Awareness.

Teaching Assistants

Juana Chavez, Steven Kostelecky, Vivian Bewanika, Robert Toshewana

Extra Credit Evening Program Staff

Mike Frank, Photography; Jennie Laate, Pottery; Herrin Othole, Fine Arts; Scott VanderMolen, American History & Government; Robert Wilson, Math.

Administrative Staff: Hayes A. Lewis, Director, Division of Education; Lavina Romancito, Secretary.

ZUNI ALTERNATIVE LEARNING PROGRAM

SPRING QUARTER - 1980
MARCH 25 - MAY 30, 1980

JUNIOR HIGH

MTWThF	Rainbow	9:00 - 12:00	JR. Hi Block: Language Arts, Social Studies, Science, Math	Linda, Paz, Bob Steve
*MTWThF	Red	9:00 - 10:00	Language Arts and Reading	Nancy
*MTWThF	Red	10:00 - 11:00	Geography and Culture	James
MTWThF	Rainbow	11:00 - 12:00	Math	Bob
M W F	Kitchen	1:00 - 3:00	Sewing	Paz
M W F	Reading	1:00 - 3:00	Zuni Language	Edward
M W F		1:00 - 3:00	Jr. High Writing	Linda
T Th	Rainbow	1:00 - 3:00	General Science	Paz
T Th		1:00 - 3:00	New Mexico History	James
M W		1:00 - 3:00	PE	Bob, Vivian, Bryceson
*MTThF		1:00 - 3:00	Arts and Crafts	Juana
*MTThF		3:00 - 4:30	Arts and Crafts	Juana

* Permission of Instructor required.

New Students - Jr. High Block (not James or Nancy)

Room Assignments - may change after registration

ZUNI ALTERNATIVE LEARNING PROGRAM
SPRING QUARTER-1980
MARCH 25-MAY 30, 1980

SENIOR HIGH

MTWThF	Plaza	9:00 - 10:30	Math	Bob
*MTWThF		10:00 - 11:00	Arts and Crafts	Robert & Juana
*MTWThF	Yellow	10:00 - 12:00	Social Studies: American History & Government	Ralph
MTWThF	Plaza	10:30 - 12:00	Language Arts	Nancy
MTWThF	Reading	11:00 - 12:00	Zuni Language	Edward
MTWThF	Blue	11:00 - 12:00	Southwest Indian History	James
M W F	Kitchen	10:00 - 12:00	Foods	Paz
T Th	Kitchen	10:00 - 12:00	Biology	Paz
*M W F	Yellow	1:00 - 3:00	Social Studies Man: A Course of Study	Ralph
M W F	Rainbow	1:00 - 3:00	Students & Government	James, Hayes, Steve
M W F	Kitchen	1:00 - 3:00	Sewing	Paz
M W F	Red	1:00 - 3:00	Language Arts	Nancy
* T Th	Reading	1:00 - 3:00	Advanced Language Arts	Nancy
T Th		1:00 - 3:00	PE	Bob, Vivian, Binky
T Th	Blue	1:00 - 3:00	Journalism	Linda
*MT ThF		3:00 - 4:30	Arts and Crafts	Robert & Juana

* Permission of Instructor required.

3:00 p.m. Wednesdays - Teaching Staff Meeting

Room Assignments - may change after registration.

ALTERNATIVE LEARNING PROGRAM

Staff Discussions
September 4 & 5, 1979

The teaching-counseling staff of the Alternative Learning Program at the Zuni Learning Center held discussions for two days in order to look at our school and ourselves. After three years of providing this learning opportunity for Zuni junior and senior high students not attending school elsewhere, we feel that we are ready to define what we are and what we believe about education, learning, staff and student interrelationships, and our program in general. Ideas, concerns, and feelings were expressed by staff in many areas. What follows is a summary of comments made by many people. This is not to be considered as a final statement of philosophy and purpose for our school, but rather these comments represent where we are at this time. We recognize that our school, our students, and we, ourselves, are involved in a dynamic, growing, and changing adventure in learning which we intend to continue.

Our students are why we are here. The school, staff, courses - everything we do, are in existence to help our students learn and grow as persons. What we provide for our students, we provide for Zuni. If our students grow, Zuni grows.

Failure discourages people and learning. We will not give failing grades. Our concern is that students progress and improve in their learning. We have realistic and positive expectations for our students related to attendance in classes and the quality of the work that they do. If they do not do acceptable work, they receive no grade and no credit. Rather than fail them, we offer them time and help to improve their skills.

We believe in integrated learning. We shall try to integrate various subjects and disciplines into courses that reflect real life experiences and knowledge. Math, history, reading, science, art do not exist by themselves in normal life. We shall try to bring them together so students may learn how all subjects fit together in their lives.

Interpersonal relationships are important to all of us and the kind of relationships we have determine what we can do with one another. These relationships involve staff with staff, staff with students, students with students, and all of us with parents, families, and the whole Zuni community. We want all of these relationships to be positive, understanding, and helpful. We shall strive to establish these relationships through positive attitudes and open communication in all areas. We shall strive to respect one another and to be sensitive to one another as persons and we shall encourage this among students as we attempt it among ourselves. We shall emphasize positive attitudes and relationships in order to prevent problems, and shall sincerely try to solve those problems which may arise.

Our school is multicultural in staff and students and we live in a multicultural setting. All that we do and learn should help all of us live, learn, and grow with respect for our various cultural needs and strengths.

We are concerned about what our students learn and how we can help them learn most effectively. There are some things our students must learn as prescribed by the requirements set forth by the New Mexico State Department of Education. We shall provide the courses and experiences consistent with those requirements. There are many other things our students should learn in order to live constructive lives in Zuni and elsewhere. As a staff we think that our students should acquire skills in areas of living that will be of immediate and future benefit to them and to their families and community, and we shall include opportunities to learn and use these skills in our program. Included among these skills are learning how to learn, how to study, how to follow directions, reading and writing, how to use time in class, in school, out of school, how to plan and set goals for the future. We want our students to learn to cooperate with others, to be patient with themselves and others, to initiate learning and growing activities for themselves, and to discipline themselves. We want to help our students solve problems in all areas of their lives and acquire problem solving skills in order to survive and cope with

life experiences. We also want to help them learn how to use their imaginations in expanding their awareness of positive alternatives for their lives, their time and their learning interests. We are concerned and want to help our students learn how to gain positive results out of negative experiences.

We want our students to help us make decisions, solve problems, and grow as a school. We shall strive to include them in our efforts in these areas and help them improve their skills in order to help us. We also want to help our students learn how to learn without being totally dependent upon us as teachers.

We recognize that our students also want to learn things beyond what is required and what we think they should learn. Therefore, we shall help them learn and acquire skills in their own areas of interest wherever this is possible and leads toward constructive ends.

There are many ways learning can take place. We wish to learn how we can help our students learn most effectively. We also have some ideas about their learning based on our experiences with them over the past few years.

An individualized approach works best whenever possible. This does not mean everything must be individualized all of the time. The individualized approach includes such areas as interpersonal relations between teacher and student, time and attention given each student, and materials appropriate to each student's abilities.

In order to know where students are in their learning abilities, we need to use various means of assessing skills of individuals and groups. Testing, conversations, observations, and general experiences are among these means. If we know where students are, we can help them move on without risking embarrassment with work that is too simple or too difficult. We wish to challenge our students with learning opportunities appropriate to their continuing progress.

Providing "success" opportunities - tasks that students can do - helps them know their own skills and see themselves as persons who can

accomplish things successfully. These positive experiences help them continue to want to learn and improve skills as well as learn new things.

Small classes help us individualize learning opportunities as well as help students learn to cooperate with one another. An emphasis on learning together, rather than competing with each other, helps everyone learn more. The students may also learn to respect one another and get along better with one another. Where individual research is encouraged along individual student interests, we also provide for sharing of learning and interests so all may learn more. This enhances total learning and interpersonal attitudes of respect and appreciation while students learn how to speak in public and communicate what they learn with others. This also provides opportunities for leadership experiences as students make presentations to others.

Experiential learning is more meaningful than learning from books and other passive means. Field trips take our students and staff to places, people and events where active learning can occur. This helps students know and understand to greater depths. We want students to know, to understand what they know, and to be able to apply this knowledge and understanding in real situations. This means that we must create opportunities which help our students apply what they are learning as they learn. Problem solving skills are taught and used through puzzles, games, and especially simulations which bring together knowledge and skills that must be applied in new situations. This enhances learning and abilities as students learn to transfer what they can do to new situations and combine skills and knowledge in new ways for personal and group benefit and satisfaction.

As staff, we know that we must model the behavior and skills we expect of students. They learn by observing us and living with us in addition to listening to us. We must also be available to them whenever possible - within the classroom, within school and within the community.

Role-playing and demonstrations help our students learn how to see situations and ideas from the perspective of others and staff to see

things as students perceive them.

No curriculum materials always fit all or any of our students. We must always redesign materials to meet individual and group needs. Learning materials are resources and aids, not crutches to be depended upon. Curricula that helps our students learn is as dynamic, growing, and changing as our students are, and include experiences and materials for all the senses.

When students see how things fit together, they have a more positive attitude toward particular items and details. This can be helped by providing an overview of courses and lessons, sharing with them what is involved, how things fit together and move along in sequence, and why we deal with each item or area in relation with the whole subject.

Homework is an area of concern to many parents as well as our staff. We see homework as any kind of learning that may occur at home or outside of school that applies to what we are learning about in school. This means more than simply giving reading and/or writing assignments to be done outside of school hours. Homework can also involve students in conversations and experiences with their parents, grandparents, other family and friends as they strive to learn things those people know. This is especially helpful as we help students learn about and appreciate their own history and culture as Zunis and how this important knowledge and Zuni values contribute to what we are learning and doing in school.

We have a continuing concern for students who drop out of our school. Staff contact students to discuss reasons and problems. Students are encouraged to return if this seems to be the best solution. Otherwise, they may be referred to the GED Program under Adult Education if they are 16 and over. We would prefer to prevent dropouts from occuring, but this is not always possible. A good education program, sensitive to student needs and abilities, helps prevent dropouts. Students do not drop out of anything if they are getting something out of it that meets their needs and is satisfying to them - unless other life circumstances demand more of their attention.

ZUNI DIVISION OF EDUCATION
Pueblo of Zuni
P.O. Box 338
Zuni, New Mexico 87327

The Zuni Division of Education has been working to expand educational services and opportunities for the Zuni community since its inception in March 1973. It is the overall desire of the Zuni Tribal Council to improve and determine educational planning and services to meet the special needs of the Zuni people. The following are brief descriptions of programs within the division and services rendered.

ZUNI CULTURAL EDUCATION PROGRAM
782-4630

This program has been developed to respond to specific educational and cultural needs of Zuni children and youth. The Zuni Cultural Education Program has met long neglected needs during the past three years of operation. These years have brought about growth, satisfaction, insights and planning opportunities to the program staff and Division of Education. The following is a four-component program which is designed to meet the important needs that are identified.

I. Zuni History and Cultural Education

This component includes programming designed to meet the needs of school personnel and students. Implementation will be by (1) providing learning opportunities for teachers and other non-Zunis to learn about Zuni history, values and customs; (2) providing additional counseling services to assist new teachers in bridging inter-cultural gaps and problems; (3) providing for Zuni storytelling and history in the classroom; (4) researching and gathering historical and cultural information on Zuni for documentation; (5) increasing and enhansing student knowledge of career possibilities.

II. Curriculum Development (formally Language Development)

This area of service uses historical, cultural and other information to develop curriculum booklets, audio-visual materials and other educational matter in both the Zuni and English languages. These products are appropriate to Zuni values and cultural ways of learning. The Curriculum Development Program shares these materials with all schools in Zuni and other program components: Alternative Learning Program, Educational Planning and Cultural Education. Attached is a listing of materials available to Zuni schools.

III. Zuni Alternative Learning Program (Zuni Learning Center)

The Alternative Learning Program explores ways of learning and develops teaching approaches with Zuni students, classrooms, fieldtrips, small groups and individualized learning settings based on Zuni cultural knowledge and ways of learning. The yearly and daily schedule is planned to allow students and Zuni staff time to participate in Zuni religious and cultural activities without conflict. Students are former dropouts, are referred by the high school, or are voluntary. Ongoing evaluation and development are shared with other program components: Curriculum Development and Educational Planning.

IV. Educational Planning

This new component will coordinate tribal education programs, bring together various education programs and agencies at Zuni for sharing and planning, keeps constant contact with the Zuni Tribal Council, and pulls together all information, research and results of other programs in order to develop plans and new programs for increasingly effective educational opportunities for Zuni people. Much of this planning is directed toward local control of schools and implementing the best results of current programs into the total educational experiences available to Zuni people.

ZUNI ADULT EDUCATION PROGRAM
782-4630

The Zuni Learning Center offers Adult Educational opportunities for people at Zuni. Adult Basic Education, General Education Development (GED), and Consumer Education are major areas of concentration. The following are brief program summaries.

I. GED Program

The GED Program is open to anyone 16 years or older who did not finish high school. Through the program a person can earn a high school diploma. There are five subjects in which to study before taking the GED tests. They are: (1) Writing Skills, (2) Social Studies Skills, (3) Science Skills, (4) Literature Skills, (5) Mathematical Ability.

If you are interested in preparing for the test we will provide the books free of charge and transportation to and from the testing sites, which will be in Gallup every first Friday and Saturday of every month. If you want to enroll in this program or need further information, please call the Learning Center at 782-4630.

II. Consumer Education 782-4812

This program is free service community involvement program and is part of Adult Education. Our interest is to help people in the Zuni community become aware of consumer problems encountered in stores and financial dealings.

Consumer education is a necessity to Zuni since it will help community people to better understand and exercise their consumer rights.

The program offers night classes with participants choosing the topics. We will assist and advise all people requesting information on buying (i.e., cars, mobile homes, appliances, etc.). Consumer Education also has helpful pamphlets on budgeting, financing, loans and credit.

III. Adult Basic Education

Adult Basic Education offers skills courses in the secretarial areas, and upon request can arrange other courses as well. Classes are held both day and evening at the Learning Center. If you wish to enroll, come by the Learning Center or call at 782-4630.

EDUCATION COORDINATION
782-2925 or 782-2926

The staff for this program works under a BIA Contract and coordinates all BIA Education Contracts with the Pueblo of Zuni, including Johnson-O'Malley, Higher Education, and the Summer Education Program. The staff also cooperates with the following education programs and agencies through planning and program development and operation:

The Division of Education, Pueblo of Zuni
All public and private schools in Zuni
The Gallup-McKinley County School District
The New Mexico State Department of Education
The University of New Mexico-Gallup Branch
The All Indian Pueblo Council - University of New Mexico Teacher Education Program

STUDENT RELATIONS - HIGHER EDUCATION
782-2925 or 782-2926

The staff of this BIA Contract Program counsels and assists all Zuni applicants and students (and families) attending

off-reservation boarding schools, and all Zuni college students seeking BIA Scholarship Grants. Visits are made to students and financial aid officers at area colleges and universities.

JOHNSON-O'MALLEY
782-2925 or 782-2926

The Zuni Indian Education Committee plans and administers the Johnson-O'Malley Program along with the Gallup-McKinley County School District and the Zuni Division of Education. Programs are contracted for with the schools and include Kindergartens, Communication Skills, Instructional Aides, Health Services, and Consultation. Learning materials and equipment, school supplies, and field trips are provided for all students. A portion of the Alternative Learning Program described under the Zuni Cultural Education Program will be funded by the Zuni Indian Education Committee out of the Johnson-O'Malley Contract.

FIRST OFFENDER PROGRAM
782-2630

The Zuni First Offender Program began in Zuni in September of 1978 after several years of planning by the Division of Education. The First Offender Program was created because of the increasing number of alcohol and drug related offenses by juveniles. A majority of the time, juveniles get into trouble due to family unrest and misunderstandings. It is for this reason that the program deals with juveniles and their families through family counseling. This is to facilitate communication within the family so they might function in a better working relationship and strengthen family ties.

Activities of the First Offender Program involves role-playing, skits, movies, filmstrips and small group discussions on various aspects of human interactions. Human relations and communication are a strong part of the program.

The First Offender Program is an alternative to punishment and incarceration. Clients and their families are referred through the Tribal Courts and Juvenile Probation Office. These juveniles are those who have committed their first misdemeanor offense. If they do not wish to enter the program they are rerouted through the Tribal Courts for further action.

Since the start of the program we have held three eight-week sessions, in which seventeen clients and their families have completed successfully.

ZUNI SUMMER EDUCATION PROGRAM
782-4630

During the summer months a full-time program is offered by the Division of Education, including courses for high school credit and special learning-traveling experiences. This program is jointly sponsored by the Johnson-O'Malley and Cultural Education/Alternative Learning Programs assisted by Special Education funds from the Bureau of Indian Affairs. Credit for courses is available through the cooperation of the Zuni High School and the Gallup-McKinley County School District.

Credit courses are availble in Math, Language Arts, Social Studies, Arts, Physical Education and Science. Courses are individualized and may be taken for credit or as refresher courses. A special education program is also offered during the summer of children and youth in the year-round school programs for the handicapped.

Learning-travel experiences include backpacking/camping in Colorado; Canoeing in Minnesota; Sun Dance in South Dakota; On-site visits to Indian reservations in Arizona and New Mexico: Social Studies in Alaska; and Marine Biology in California. All trips are designed as educational opportunities with high school credit available.

ZUNI HEAD START
782-4405

Head Start offers developmental learning and English language assistance to all 4-year old children at Zuni who will be eligible to enter Kindergarten in the following year in Zuni schools. A complete program is available in seven classrooms with experienced teachers and aides. Learning activities include academic, social, physical, and cultural emphases along with a comprehensive medical and dental program. Well-planned meals and snacks offer nutritional advantages to the children.

ZUNI SCHOOL DISTRICT PLANNING OFFICE
782-4812

A new project was started by the Zuni Division of Education on September 19, 1978. The redistricting project was implemented

to plan for the establishment of the Pueblo of Zuni as an independent community controlled and operated New Mexico Public School District.

The School District Planning Office, located just north of Zuni High School, will be responsible for conducting all necessary research for establishing our own school system which will be responsive to community needs. Under the present system the Zuni people have no real input into the education of their young. The Zuni people have a right to determine the type of education to be provided to their children.

When a Zuni School District is created it will still be a New Mexico Public School District, but we will form our own school board; have complete local control; and determine all policies relating to education. The school board will work independently from the Zuni tribal government under the guidelines affecting all other New Mexico School Districts.

The benefits derived from creating our school district include: (1) increased school funding; (2) more opportunities for community input; (3) education relative to the Zuni community; and (4) teacher and other staff accountability to the Zuni people.

The staff will be working closely with the Zuni Tribal Council, The All Indian Pueblo Council, local, district and state educational agencies involved in redistricting including superintendent of schools and the state finance officer.

The telephone number for the Zuni School District Planning Office is 782-4812, and the staff will be happy to meet with any interested community person any time between 8:00 a.m. and 4:30 p.m., Monday through Friday.

ZUNI CURRICULUM DEVELOPMENT PROGRAM
782-4568

The Zuni Curriculum Development Program was first implemented in the fall of 1973. The program, formally referred to as Zuni Language Development Program is responsible for developing Zuni language reading material and teaching Zuni people to read and write in Zuni.

Listed below are Zuni booklets made available to the Zuni community and the local schools:

Science

Perception:

Kwap Ho' Unaye?	What do I see?
Kwap Do' Unaye?	What do you see?

Taste:

Kop Dewuchina? (K'ose)	How does it taste? (salty)
Kop Dewuchina? (Chikwa)	How does it taste? (Sweet)

Sound:

Kop Ikwe:'a?	What is it saying?

Math:

Kop:wip Kyane:lu?	How many sheep?

Perception (color):

Kwap ɬupts'inna?	What's yellow?

General

A:shiw A:wan Ts'inakya Haydoshnanne	Zuni Alphabet
Kya:k Hoɬi	Long Time Ago
Udena:we	Personal Possession
Puzzle Book	Puzzle Book
	The Zunis

Personal Experiences

Bona dap Chonna	Two Boys at Sheep Camp
Koɬko	Orphan Lamb (pet)
Nochabi	Pet Dog

Charts

ɬunninne	Body
Oshokkwinne	Head
A'shona:we	Color
Shiwi'ma A:ts'inakya Haydoshnanne	Alphabet

Fantasy

Halo Dap Hu:biskya (color)	Red Ant and Black Ant
Halo Dap Hu:biskya (B&W)	Red Ant and Black Ant

Action:

Ɬawe	Running (fast)
I:bu'chele:'a	Jumping

School Products

Dowa Yalanne Elementary:

Voice of Sacred Mountain - 5th Graders
Tales of Cibola - 5th Graders

Zuni Elementary School:

Shiw Aktsek Ts'ana	Little Zuni Boy
Shiw Aktsek Ts'ana dap An Wattsida	Little Zuni Boy and His Dog
(Joanna Walela and Vickie Martza - 5th Graders)	
Hom Kyane:lu	My Sheep (Special Ed. Teacher)
Okwi, Okwi!	Wake-up, Wake-up! (Wilfred Eriacho)

Zuni High School:

A:ts'an A:wan Rhymes	Nursery Rhymes

SLIDE PRESENTATIONS AVAILABLE FOR VIEWING BY ZUNI CURRICULUM DEVELOPMENT PROGRAM

Dowa Yalanne
Shumako'ló:wa (A:tsan A:chi Ash:kowa) - Dragonfly
Ɬechokyaba dap Suski - Horned Toad and Coyote
Kemƛininneƛ - The Whip

This report compiled by Bryceson Pinto.

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